



Module Specification

UX Degree Apprenticeship Synoptic Project

Version: 2026-27, v2.0, 12 Feb 2024

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Part 1: Information

Module title: UX Degree Apprenticeship Synoptic Project

Module code: UFCE48-30-3

Level: Level 6

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Computing and Creative Technologies

Partner institutions: University Centre Weston

Field: Computer Science and Creative Technologies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module is the end point assessment for the UX Degree Apprenticeship programme. In accordance with ST0470, it will need to assess two tasks:

a) a major piece of individual work executed by the students for their employer in the field of UX Design, which the student needs to summarize and present.

b) skills and competencies in UX Design commensurate with being a professional in the field. This will take the form of a professional discussion between the student and the external assessor and is underpinned by a portfolio of evidence compiled during the apprenticeship.

Prerequisites:

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Digital User Experience (UX) Professional (Integrated Degree) apprenticeship standard. These are:

Achievement of 330 credits of the BA or BSc Digital User Experience UX degree. (The final 30 credits of the BA or BSc Digital User Experience UX degree will be attributed to the end-point assessment).

Achievement of the knowledge, skills and behaviours in the Digital User Experience (UX) Professional (Integrated Degree) apprenticeship standard.

For level 3 apprenticeships and above apprentices without English and Mathematics at level 2 must achieve level 2 prior to taking their EPA. The EPA must be completed within an EPA period typically lasting 6 months, beginning when the apprentice has passed the EPA gateway.

Features: Not applicable

Educational aims: To allow the execution of a major, individual, work-based project, and to efficiently communicate the major tasks of this project work to a professional audience, both orally and in written form.

To take part in a professional conversation during which the student can evidence proficient application of User Experience methods and processes to an independent assessor.

Outline syllabus: There is no specific syllabus for this module as one part of the assessment is an individual project, set in agreement with the student's employer, the other part is a professional discussion underpinned by a portfolio. Nonetheless,

aspects of the project process are covered in a short seminar series at the start of the academic year. The lectures will normally be delivered by the module leader or their nominee. They will cover topics such as:

- Choosing a project
- Making use of your module leader/supervisor
- Setting aims and objectives of your project
- Communicating the UX context and project stage(s)
- Summarizing key client requirements
- Efficient user profiling
- Summarizing user research / user testing
- Communicating UX research findings
- Communicating efficient and iterative prototyping
- Preparing a professional UX presentation

The second part of the assessment is a professional discussion, underpinned by a portfolio of evidence compiled during the apprenticeship. This will be supported by tutorials and mock discussions with post-discussion feedback for the students.

Part 3: Teaching and learning methods

Teaching and learning methods: In parallel with the introductory seminar series, students will be allocated to a project supervisor. They will agree the subject of the project with the supervisor, the Module Leader, and the Employer.

Suitable topics must be related to the workplace, have a real business application and must lend itself to research followed by a solution development process based on the research. The research task will include the identification of a suitable topic and subsequent investigation from books, papers and other professional sources. Requirements should be derived from the research. The solution development will include the identification of suitable UX tools and methods to use. Whatever the subject, the student will be expected to treat material critically and to demonstrate their understanding of the relevance of material both to their award and to the UX-

professional context. They will also be expected to reflect on the tools and methodologies used and, at the project completion, comment on their suitability.

Each student will be assigned a supervisor and will meet them regularly to discuss progress and to give guidance on planning and managing the work. It is the student's responsibility to research material and techniques appropriate to the subject of the project.

Wherever possible students will be assigned a supervisor with an interest in the project topic but this cannot be guaranteed. The responsibilities of the tutor are primarily to provide guidance on the management of the project, the standard of work required, what can realistically be done in the available time and to give feedback on work done (including the writing of the report).

In the initial stages of the project the student and their tutor will discuss objectives which must be achieved if the project is to receive a pass grade. Criteria which must be met for a higher grade will also be identified. (Projects develop unpredictably, the objectives are only intended as a guide to the level expected and details may change).

At the beginning of the academic year in which the project is undertaken, a short series of seminars will provide the student with academic and professional context to support the professional project to be undertaken.

Independent learning hours include the student engaging in essential reading, project preparation, evaluation and completion. Study time will be organised in connection with seminars and practical workshops (see outline syllabus), to prepare students for the Professional Discussion. It is suggested that preparation for seminars, practical workshops, project work and other session delivery will take 7 hours per week.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Identify and outline a suitable project/ design context in order to evidence applied knowledge in UX Design at a professional level.

MO2 Select relevant UX research tools / UX evaluation methodologies appropriate to an agreed practical professional project context.

MO3 Plan and iteratively design parts of a real-life UX design project, critically evaluating the adopted practice methodology along the way.

MO4 Summarize key aspects of UX projects, and critically evaluate their success in terms of design process, user satisfaction and client requirements in both written and in oral form.

MO5 Convey a professional understanding of user experience design in a professional discussion, referring to practical evidence when appropriate.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/lists/758BE051-0F0C-0937-9819-0E8E4B79BDCE.html) via the following link <https://uwe.rl.talis.com/lists/758BE051-0F0C-0937-9819-0E8E4B79BDCE.html>

Part 4: Assessment

Assessment strategy: Work-based Project Report and Presentation with Questioning:

This assessment method is the most valid method to assess competency, as individuals in this occupation will undertake project work. This method will enable apprentices to demonstrate a range of KSBs on a real piece of work, which will add value to their employer. Employers have stated that any project that delivers real margin benefit to the business will be supported by businesses. This means it is also cost effective.

Both assessment methods must be passed for the apprentice to pass the apprenticeship.

The rationale for the use of the presentation task is that it replicates the work undertaken by competent individuals in the profession, where clearly communicating complex issues to non-technical and technical audiences is required. The supplementary questioning allows the independent assessor to ask specific questions about the presentation content.

Professional Discussion:

A Professional Discussion is a recognised assessment method within Digital User-Experience (UX). It ensures the apprentice can demonstrate the application of evidence to professional practice and their own continuing professional development. It allows for knowledge, skills and behaviours that may not naturally occur as part of another assessment method to be assessed and more easily discussed. By drawing upon other supporting evidence in the portfolio the apprentice will be able to effectively determine the authenticity of that supporting evidence.

Assessment tasks:

Presentation (First Sit)

Description: Professional Discussion (underpinned by a portfolio).

You will need to prepare a portfolio of evidence that will provide the basis for a 30-min professional discussion. The format and structure of the portfolio must be agreed between the employer and apprentice and needs to be submitted electronically. The portfolio itself is not directly assessed - only the Professional Discussion.

Potential outcomes*:

- Fail
- Pass
- Distinction

*Please note, while each of the assessment tasks is graded Fail/ Pass/ Distinction, the module as a whole is graded Fail/ Pass/ Merit/ Distinction.

The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as rough sketches, diagrams, user flows, mock ups, wireframes, video / animation / audio extracts; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentice; performance reviews.

-> Please note, reflective accounts and self-evaluation cannot be included as evidence.

The content must be sufficient enough to evidence that you can apply the knowledge, skills and behaviours required. There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. Typically, there will be between 6 and 10 pieces of evidence.

The independent assessor will conduct and assess the professional discussion. They must ask a minimum of 8 open questions, and have the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their response. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments Policy. The professional discussion must be audio-recorded.

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO4, MO5

Report (First Sit)

Description: Work-based Project Report and Presentation with Questioning.

At gateway, the apprentice will scope out and provide a brief summary (500w) of what the project will cover and will submit this to the EPAO. This summary should demonstrate that the work-based project report will provide sufficient opportunity for the apprentice to meet the KSBs mapped to this method.

Please note that the project's subject, title and scope will need to be agreed between the employer and the EPAO; the employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA. The EPAO will sign off the title of the project report within 2 weeks of the Gateway.

The brief summary (not assessed) needs to include a summary of the project plan, research requirements, an overview of how the project will be planned including timeframes and the date the work-based project report has to be submitted to the independent assessor taking into account the deadlines stipulated within this end-point assessment plan.

After sign off, students need to complete their work-based project and write a 2500 word report, both within 12 weeks. The report must include include a one-page summary outlining recommendations.

The student will also need to prepare a professional presentation of key project content. Presentations typically consist of 5-8 presentation slides, which may include video, a walk through of a storyboard, a demo of interactive mockups or a demo of real products or prototypes.

Reports and presentation materials must be submitted 10 days before the presentation event, and the 30 minute presentation will be followed by a 20 minute Q&A .

Potential outcomes*:

- Fail
- Pass
- Distinction

*Please note, while each of the assessment tasks is graded Fail/ Pass/ Distinction, the module as a whole is graded Fail/ Pass/ Merit/ Distinction.

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: Re-sit/ Re-take of Professional Discussion (underpinned by a portfolio).

You will need to prepare a portfolio of evidence that will provide the basis for a 30-min professional discussion. The format and structure of the portfolio must be agreed between the employer and apprentice and needs to be submitted electronically. The portfolio itself is not directly assessed - only the Professional Discussion.

For the Professional Discussion re-sit/ re-take, the apprentice is permitted to use the same portfolio during any re-sit or re-take attempts. Any re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Please note that the apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action. Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Potential outcomes*:

- Fail
- Pass

*If an assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

The portfolio should contain written accounts of activities that have been completed

and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as rough sketches, diagrams, user flows, mock ups, wireframes, video / animation / audio extracts; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentice; performance reviews.

-> Please note, reflective accounts and self-evaluation cannot be included as evidence.

The content must be sufficient enough to evidence that you can apply the knowledge, skills and behaviours required. There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. Typically, there will be between 6 and 10 pieces of evidence.

The independent assessor will conduct and assess the professional discussion. They must ask a minimum of 8 open questions, and have the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their response. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments Policy. The professional discussion must be audio-recorded.

EPAOs must also ensure that apprentices have a set of questions in the re-sit/re-take different from their first sit.

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO4, MO5

Report (Resit)

Description: The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action. For the Project Report with Presentation and Questioning re-sit or re-take, the apprentice must produce and submit a new report and presentation.

Any re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

A re-sitting/ re-taking apprentice will scope out and provide a brief summary (500w) of what the project will cover and will submit this to the EPAO. This summary should demonstrate that the work-based project report will provide sufficient opportunity for the apprentice to meet the KSBs mapped to this method.

Please note that the project's subject, title and scope will need to be agreed between the employer and the EPAO; the employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA.

The brief summary (not assessed) needs to include a summary of the project plan, research requirements, an overview of how the project will be planned including timeframes and the date the work-based project report has to be submitted to the independent assessor taking into account the deadlines stipulated within this end-point assessment plan.

After sign off, students need to complete their work-based project and write a 2500 word report, both within 12 weeks. The report must include include a one-page summary outlining recommendations.

The student will also need to prepare a professional presentation of key project content. Presentations typically consist of 5-8 presentation slides, which may include video, a walk through of a storyboard, a demo of interactive mockups or a demo of real products or prototypes.

Reports and presentation materials must be submitted 10 days before the presentation event, and the 30 minute presentation will be followed by a 20 minute Q&A . EPAOs must ensure apprentices have a different set of questions from their first sit.

Please note, re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Potential outcomes*:

- Fail
- Pass

*If an assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: